

TITLE I SCHOOL IMPROVEMENT GRANT

Grant Award Period: April 15, 2013--September 30, 2015

Application Window 1 - Application Draft Due Date: November 15, 2012

Final Draft Due Date: December 15, 2012

Application Window 2 - Application Draft Due Date: February 15, 2013

Final Draft Due Date: March 15, 2013

LEA COVER PAGE

NAME OF SCHOOL DISTRICT: Memphis City Schools

ADDRESS: 2597 Avery Avenue

CITY, STATE AND ZIP CODE: Memphis, TN 38112

AREA CODE/TELEPHONE NUMBER: (901) 416-5444

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DISTRICT GRANT CONTACT PERSON: Theresa Utley

POSITION/TITLE: Grants Coordinator

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DATE SUBMITTED: _____

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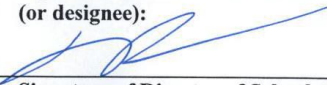
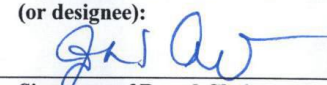
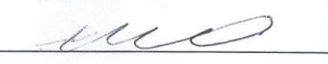
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PART II: LEA APPLICATION
Title I School Improvement Funds
School Improvement Grant Application for 1003 (g)
(Coordinated with RTTT and 1003(a) Funds)

A. Assurances: An LEA must include the following assurances in its application for a School Improvement Grant. (Items 1-4 are federal SIG requirements; items 5-14; Tennessee Department of Education (TDOE) lists other federal and state requirements.)


The LEA must assure that it will—

- 1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- 2) Establish annual goals for student achievement on Tennessee Department of Education (TDOE) assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds;
- 3) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- 4) Report to the TDOE the school-level data required under section III of the final requirements;
- 5) Modify its practices and policies as necessary to enable its schools to implement the interventions fully and effectively;
- 6) Meet the requirement that School Improvement Funds will be used only to supplement and not supplant; federal, state, and local funds a school or school district would otherwise receive;
- 7) Agree to the lower-tier certification covering lobbying and debarment/suspension under 34 CFR Parts 82 and 85;
- 8) Participate in evaluation studies conducted by the U.S. Department of Education, the TDOE and the local school district;
- 9) Complete and submit an end of the year written report to the TDOE documenting the use of these funds and the impact on school improvement;
- 10) Ensure participation of all principals of schools awarded the School Improvement Grant in the TDOE Turnaround Principal Cohort;
- 11) Ensure that principals of schools receiving the School Improvement Grant will be given autonomy over teacher selection;
- 12) Ensure that principals designated to lead SIG schools will have autonomy over staff selection beginning immediately upon receipt of the grant;
- 13) Ensure that schools receiving the School Improvement Grant will meet or exceed 8 to 10 percent gains in math and reading/language arts or be subject to takeover by the state's Achievement School District (ASD);
- 14) The State may retain Section 1003 (a) school improvement funds for direct technical assistance to eligible schools and districts for its statewide system of support as allowed in Section 1003 (b) (2).

Print Name of Director of Schools (or designee): Dorsey Hopson (interim MCS Superintendent)	Signature of Director of Schools (or designee): 	Date 3/5/13
Print Name of Director of Schools (or designee): John Aitken (SCS Superintendent)	Signature of Director of Schools (or designee): 	Date 3/5/13
Print Name of Board Chair: Billy Orgel (President, Shelby County Board of Education)	Signature of Board Chair 	Date 3/5/13

Signature of the local education agency's (LEA) Title I director indicate the proposed plan verifies that the application addresses the designated purposes for the use of these School Improvement funds.

The School Improvement funds are appropriately allocated. The proposal is in substantially approvable form. The application will be forwarded to the Office of Federal Programs in Nashville for final approval.

Name of School District: Memphis City Schools		
Title I Director's Name: Marjorie Douglas (MCS Executive Director, Federal Programs, Grants and Compliance)	Title I Director's Signature: 	Date 3/5/13

Tennessee School Improvement Grant Timeline

<i>Dual application windows are offered. Districts in leadership or structural transition are strongly encouraged to apply during the winter application window.</i>	Fall Application	Winter Application
Technical assistance webinars and on-site meetings with LEAs	September 2012 to October 15, 2012	September 2012 to October 15, 2012
Letter of intent due to the TDOE, with selected application window noted.	October 15, 2012	October 15, 2012
Application <u>draft</u> due to the TDOE	November 15, 2012	February 15, 2013
Grants reviewed, feedback provided	November. 15 to November 30, 2012	February. 15 to March 1, 2013
Grant application <u>final</u> due to TDOE	December 15, 2012	March 15, 2013
Final Grant application reviewed	December 15, 2012 to January 11, 2013	March 15 to April 10, 2013
Grant award notification letters sent to LEAs	January 15, 2013	April 15, 2013
Grant applications and awards posted to state website	January 15, 2013	April 15, 2013
Pre-implementation--if included in grant	Upon receipt of grant award through Sept. 1, 2013	Upon receipt of grant award through Sept. 1, 2013
Implementation Year 1	School Year 2013-14	School Year 2013-14
Milestone Visits	Oct. 2013, Jan. 2014, Mar. 2014	Oct. 2013, Jan. 2014, Mar. 2014
Evaluation of Year 1 for Year 2 funding by TDOE	May-June 2014	May-June 2014
LEA submission of updated budget/grant for Year 2	July 2014	July 2014
Implementation Year 2	School Year 2014-15	School Year 2014-15
Milestone Visits	Oct. 2014, Jan. 2015, Mar. 2015,	Oct. 2014, Jan. 2015, Mar. 2015,
Evaluation of Year 2 for Year 3 funding by TDOE	May-June 2015	May-June 2015
LEA submission of updated budget/grant for Year 3	July 2015	July 2015
Implementation Year 3	School Year 2015-16	School Year 2015-16
Milestone Visits	Oct. 2015, Jan. 2016, Mar. 2016	Oct. 2015, Jan. 2016, Mar. 2016
Grant evaluation reporting	July 2016	July 2016

I. General Information

A. Overview

Tennessee strives to provide a system of support that enables all students to improve every year and for those who are furthest behind to improve at a faster rate. The purpose of the School Improvement Grant (SIG) is to provide resources through a competitive application process to enable local education agencies (LEAs) with the greatest capacity to turnaround its Priority Schools, the state's lowest-performing schools.

B. Funding Priority and Schools to be Served

The goal of School Improvement 'g' funds is to target priority schools to implement robust and comprehensive reforms to transform school culture dramatically and increase student outcomes.

Eligible Applicants: Local education agencies (LEAs) with designated 2012-2013 Priority Schools. Priority schools that were previously identified as a Tier I or Tier II school and received a FY 2009 or FY 2010 School Improvement Grant to implement a federal model are not eligible to apply for the FY 2011 grant.

A list of all Priority schools is provided in Attachment A. The list includes those eligible for FY2011 funds as well as those ineligible to apply.

Dual application windows are offered. Districts in leadership or structural transition are strongly encouraged to apply during the winter application window. LEAs should notify the TDOE of its intent to apply and indicate its chosen application window by October 15, 2012.

Funding: Successful LEA applicants are awarded a minimum of \$50,000 and up to \$2,000,000 annually per school for the term of the grant. The TDOE reserves the right to fund applications at a lesser amount if the grant application does not fully justify the budget expenditures.

With the exception of the schools implementing the closure model, grants are renewable for the two subsequent years contingent upon federal SIG funding and progress in implementing and meeting student achievement goals established by the LEA and approved by the TDOE and progress on SIG leading indicators. Each LEA/school will be required to submit an annual report, update to its grant, including budget and plan, in order to receive the grant renewal.

D. Reporting and Evaluation Requirements

Applicants awarded SIG funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address (a) fiscal accountability, (b) program accountability, (c) fiscal and program reporting, (d) site visits, and (e) internal evaluation.

1. Fiscal Accountability

SIG grant funds awarded under Section 1003(g) funds must be used to supplement not supplant state and local funds that the school would receive in the absence of Title I funds. SIG funds cannot be used to supplant non-federal funds or to replace existing services.

2. Program Accountability

Each LEA and school receiving a SIG is responsible for carrying out its school improvement responsibilities in accordance with its approved grant application and action plan.

3. Fiscal and Program Reporting Requirements

SIG grantees must submit at least quarterly expenditure reports and implementation progress reports to the TDOE. The LEA is responsible for ensuring that reports are accurate, complete, and submitted on time. Each district must agree to respond to data requests from TDOE and USED including EdFACTS data. All data for the leading indicators listed in section III. A of the final requirements must be collected and submitted as required.

4. Site Visits by TDOE Representatives

LEAs and their schools must agree to site visits which will validate information provided in expenditure and progress reports and gather more detailed information on implementation efforts and challenges.

5. Internal Evaluation and Development of Systems for Collection of SIG Data:

LEAs and schools funded under the SIG program will create and use data systems that include formative and summative assessments to provide staff, students, and parents, and community/business partners continuous feedback, to identify program processing and practices that are resulting in improved teaching and learning and to identify and make adjustments where needed.

The LEA's must monitor each Priority school that receives SIG funds to determine whether the school:

- a. Is meeting annual goals established by the LEA for student achievement on the State's ESEA assessments in both reading/language arts and mathematics; graduation rate and attendance. The LEA should establish annual goals to cover all three years of implementation of the school implementation model.
- b. Is making progress on the leading indicators described in the final requirements. The following metrics constitute the leading indicators for the SIG program:
 1. Number of minutes within the school year;
 2. Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup;
 3. Dropout rate;
 4. Student attendance rate;
 5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes;
 6. Discipline incidents;
 7. Truants;
 8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
 9. Teacher attendance rate.

Each LEA funded will document the monitoring of each SIG school's implementation progress on a quarterly basis. The Year One evaluation must include pre-implementation activities. A report must be sent to the state annually to include leadership team and milestone meeting notes.

E. Application Instructions and Application Review

1. Application Instructions

Each LEA must submit:

- (1) LEA application
- (2) School Level “Intervention Model” template (Turnaround, Appendix E, Restart, Appendix F, Closure, Appendix G or Transformation, Appendix H) for each eligible school that the LEA commits to serve, a spending plan (budget justification documents), and a 3 year budget. There is no word count limit in the text boxes but applicants are asked to be succinct.

Please submit applications electronically to SIG.Applications@tn.gov. A paper copy of ONLY the cover page and signed assurances of the LEA application must be submitted with original signatures. The LEA should keep a copy of the signed application. These pages must be mailed to Rita Fentress at the address listed below:

Rita Fentress
TN State Department of Education
5th Floor – Andrew Johnson Tower
710 James Robertson Pkwy
Nashville, TN 37243-0379

2. Application Review

Reviewers will rate each application on its own merits and how well the application reflects rubric expectations. The scoring tool is located in Appendix B.

If deemed necessary, an interview with the applicant will be held to help the TDOE assess and ensure that the LEA application accurately reflects the LEA’s capacity and commitment to school reform.

II. Schools to Be Served

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

Using the 2012-2013 Tennessee Priority Schools List (Appendix A), an LEA must identify each Priority school the LEA commits to serve with SIG funds beginning SY 2013-2014 and check (X) the model that the LEA will use in each school. (Add rows as necessary.)

SCHOOL NAME	NCES ID #	INTERVENTION			
		turnaround	restart	closure	transformation
Cherokee Elementary	1030				x
Douglass K-8	1048				x
Riverview Middle	1144	x			
Sherwood Middle	1156	x			
Treadwell Elementary	1164				x
Treadwell Middle	2217	x			

Note: An LEA currently serving nine or more Tier I and Tier II (Cohort 1) schools and Priority (Cohort 2) schools, including both schools that are being served with FY 2009 SIG funds and FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of Priority schools in this application. See section II.A.2(b) of the final requirements.

B. SCHOOLS THAT WILL NOT BE SERVED:

An LEA must identify each Priority school the LEA will not serve.

SCHOOL NAME	NCES ID #
See Attachment 1	

III. LEA Descriptive Information

A. Comprehensive Needs Assessment

The LEA must demonstrate that it has analyzed the needs of **each** school in order to select the appropriate intervention model that adequately addresses the needs of the school.

Complete the Comprehensive Needs Assessment portion of the appropriate model template for each Priority school the LEA commits to serve. (Appendix E-Turnaround, Appendix F-Restart, Appendix G, Closure, Appendix H, Transformation)

B. LEA Capacity

The LEA is required to indicate its capacity to serve schools by reviewing the areas listed below. Considering each of the listed areas, describe the LEA's capacity to serve Priority schools with school improvement funds.

1. LEA support to implementation. How does the process for support and response to SIG schools differ from the support and response to other schools? (e.g.: Innovation Zone (*iZone*) designated to work solely with SIG schools; principals' direct access on a regular basis to the Superintendent/Director of Schools; structure to facilitate a seamless system of support including district SIG staff and areas of curriculum, special populations, student support, human resources, etc.)

Through Innovation Zone (*iZone*) funding, SIG schools within Memphis City Schools (MCS) are currently supervised by Dr. Sharon P. Griffin, interim *iZone* director. As agreed by the leadership of both MCS and Shelby County Schools (SCS) and as recommended by the Transition Steering Committee guiding the merger of the two districts, the *iZone* will remain as an in-tact division of the Office of Innovation with direct access to the Superintendent. The *iZone* director serves as an advocate for *iZone* principals, facilitating any granting of waivers or deviations from standard procedures necessary for the effective operation of the schools. A cross-functional *iZone* team supports the *iZone* director, bringing together such diverse areas of curriculum and instruction, special education, student support, procurement, volunteer services, and human resources to meet with principals and to address day-to-day governance issues. This crossfunctional team already includes representatives of SCS as well as MCS.

SIG schools see increased levels of support and intervention in comparison to other district schools. Job-embedded professional development paid for through SIG and *iZone* funding strengthens the effectiveness of district initiatives in these schools. For example, the "District Shepherd" who was trained as part of the UVA School Turnaround Specialist Program in 2012-13 has the authority, resources (including human resources) and support necessary to provide *iZone* schools with differentiated support, clear expectations, and consistent performance monitoring in order to hold the *iZone* office and *iZone* schools accountable for results related to the Teacher Effectiveness Initiative (TEI) and the district's ongoing First to the Top (FTTT) efforts.

Among the TEI and FTTT strategies used in the *iZone* schools are the following:

- utilizing the new, more useful and objective evaluation system (TEM 3.0) which was selected by the Teacher Evaluation Workgroup made up of current teachers, administrators, and other evaluation experts within and outside of MCS
- linking professional development to the needs of individual teachers and to new evaluation metrics so that teachers have opportunities to meaningfully improve their practice

- identifying best practices among our current teachers and developing a process for them to share their skills to improve the practice of their peers
- strengthening principal leadership to better support teacher effectiveness
- implementing targeted curriculum for high-need schools
- utilizing student and teacher Efficacy Envoys to address school culture issues
- targeting staffing efforts to bring highly effective teachers in the schools where they are needed most

Because the SIG schools in the iZone are early adopters for many of the TEI strategies and because these schools benefit from additional district-level support, the iZone schools will continue to have an unprecedented opportunity to lead not only the district, but the country, in the progressive reforms that TEI, FTTT, and other leading-edge strategies have brought to Memphis and Shelby County. The iZone office will perform a comprehensive audit of all new iZone schools to ensure they have needed district-supplied resources to take advantage of these opportunities – for example, dedicated staff and other technology resources needed to facilitate the smooth and uninterrupted use of technology which will enhance school turnaround.

In order to ensure that UVA-STSP's processes are congruent with the merged district's efforts to prepare and support highly effective principals, MCS's and SCS's leadership development pipeline initiatives have been integrated with the iZone's contractual relationship with UVA-STSP. MCS's Leadership Effectiveness Initiative (LEI), which receives discretionary funding through the federal School Leadership Program, focuses specifically on preparing principals and assistant principals to promote achievement in high-need schools. Strategies used within LEI include a case-study approach of effective leaders and compensation incentives for student achievement gains. LEI is a partnership that includes New Leaders for New Schools and MCS's own Urban Education Center, a well-established district initiative that collaborates with Christian Brothers University to offer continuing education and graduate credit for a comprehensive approach to principal development. SCS similarly partners with the University of Memphis Center for Urban School Leadership in its Fellows program.

The iZone staff provide day-to-day support for a strong disciplinary environment in each school. Featured strategies include selected components of the "no excuses" model (for example, strong, consistently reinforced emphasis on student behavior and comportment through the home-school signed compact and other tools), a "quiet corridors" policy, and peer adjudication and sanctions for selected behaviors (using peer student groups for mediation and leadership development). Additionally, the iZone staff seek community partnerships to provide support services for students and families such as on-site and community-based mental health services.

Similarly, iZone staff support enhancements to students' aspirations, awareness, and motivation during the school day as well as extended learning time. Service learning, volunteer opportunities, field trips, and cultural experiences that deepen classroom learning enhance students' sense of community and world citizenship. Community partners work with teachers to incorporate these interdisciplinary experiences which are critical to the integration of new Common Core Standards in our schools.

iZone staff also provide key guidance in strengthening academic student supports paid for through Title I resources or built into Title I structures – for example, afterschool tutoring/summer programs and the Home-School Compact which addresses parent, teacher, and student responsibilities for academic success. Through the iZone Crossfunctional Team, the iZone staff address any challenges faced at the school level in effectively implementing the district's key academic supports for on-time graduation and post-secondary readiness such as ACT's EXPLORE test for eighth graders. Innovative approaches for academic support will continue to be explored and piloted in these schools – for example, laptop and ipod use for all students, technologically delivered textbook content, integrated science units, digital science labs, and differentiated instruction, especially for math

and reading/language arts. This differentiated instruction will focus on meeting needs of all students including low-achieving and high-achieving students, English Language Learners and students with disabilities.

Finally, iZone staff assist school teams in expanding parent resources in the schools. Possible services in 2013-14 include online access to parent education modules, as well as general support for parents in supporting their students' disciplinary, motivational and academic success.

The Federal Programs office of the merged district will provide fiscal monitoring. Through SIG and Title I funding, implementation support will also be provided by the SIG Supervisor working within Federal Programs.

No waiver of current board policy for procurement, human resources, transportation or other central office district support policies is anticipated at this time. The Policy Steering Committee for the merged district has received a copy of this application and will keep the iZone director and the iZone crossfunctional team apprised of any policy developments which may necessitate actions by the iZone office on behalf of iZone schools. In the event that a policy waiver is needed for the optimal delivery of iZone services, the iZone office will work with the Policy office and the superintendent of the merged district to ensure that waiver.

2. Commitment to support from relevant stakeholders. What methods did the LEA use to consult with relevant stakeholders including administrators, teachers, staff, parents, teachers' organization, school board and community on the LEA's application and selection of intervention models in its Priority schools? List the stakeholders involved in the application process, consultation dates, and types of communication.

On October 9, 2012, all MCS principals of Priority Schools attended a meeting where the principals were given an explanation of the criteria for a school's designation as a Priority School and that designation's potential impact on the school. Information was shared about the four treatment models for Priority Schools designated as iZone schools (turnaround, transformation, restart, and closure).

On December 15, 2012, the Achievement School District announced that six MCS schools eligible for SIG funding (Corry Middle, Georgian Hills Elementary, Hanley Elementary, Klondike Elementary, Shannon Elementary, and Whitney Elementary) will become part of the ASD in 2013-14.

On January 16, 2013, the MCS Chief of School Operations, Dr. Roderick Richmond, convened a meeting to review SIG-eligible Priority Schools and begin discussion of strategies to support our lowest performing schools through SIG funding opportunities. Attendance at the meeting included representation from MCS's Federal Programs, Grants, and Compliance (FPGC); New Teacher Project/STARS (MCS's strategic partner in staffing); all Regional Superintendents; Communications; Memphis Education Association; and Human Resources/Labor Relations. In addition, David Stephens, Chief of Staff for both MCS and Shelby County Schools, was included in the meeting. Numerous follow-up meetings and phone conferences were held. Additional MCS and SCS offices were incorporated into later meetings including MCS's offices of Teacher Effectiveness, Strategic Planning/Volunteer Services, and Finance and SCS's office of Professional Development.

On January 22, 2013, principals of the Priority Schools selected by the district as the focus of this SIG application were notified.

On January 23, 2013, MCS's Superintendent Kriner Cash gave written notice to the Shelby County Board and key administrators including SCS Superintendent John Aitken of the six proposed new iZone schools. In this notice, he explained that meetings with the principals of the affected schools had taken place.

Beginning January 23, 2013, MCS district-level staff met with small teams representing the targeted schools to explain the model most appropriate for the school and to identify strategies to be included in the school's SIG application. In the case of each school, the principal was an important member of this meeting and was asked to invite up to four additional stakeholders representing the school leadership team (school leadership teams are inclusive of parents, teachers, staff, and community stakeholders). District-level staff in each meeting included representatives of MCS's FPGC and iZone offices. A total of 46 were in attendance for the January 23 kick-off meeting.

During the time period of January 23 through January 31, 2013, faculty and staff of the six proposed iZone schools were invited to meetings where confirmation was given that their school would be part of the proposed iZone expansion. At these meetings, the turnaround and transformation models were explained.

The week of January 28, 2013, initial postings for the principal positions for the proposed iZone schools were placed locally and nationally.

Community meetings for each of the affected school communities began February 6, 2013. The final community meeting was held February 20, 2013. Local media covered these meetings.

The week of February 11, 2013, all staff in the affected schools also received e-mail correspondence from the STARS office which is coordinating staffing for the merged district. This correspondence informed staff of the potential impact of their school's treatment model on their employment. Staff were told that they would be given an opportunity to "opt in" in order to request to continue at the school. Staff in the new iZone schools were also notified that they would be given an extension to join the voluntary transfer pool and thus be eligible to apply for posted positions in other MCS schools if desired. Senior district administrators in both MCS and SCS and Commissioners were copied on this e-mail correspondence.

Principal interviews resulting from the initial position postings began February 11, 2013, and concluded February 22.

Finalist interviews began February 25, 2013, for four schools and are now in the final stage of completion (interviews with the Superintendents). Finalist interviews for two schools have been delayed pending identification of additional candidates through a second position posting.

Teacher positions will be posted by late March.

In late March, new principals will begin vetting current school staff and interviewing external candidates.

No later than April 1, 2013, all six principals will be announced.

Prior to the end of the school year, a general meeting will be held to communicate to parents, students, and other stakeholders all modifications to the calendar and instructional program for the school's upcoming school year. Parents who wish their students to transfer to other schools within the district will have the opportunity to do so.

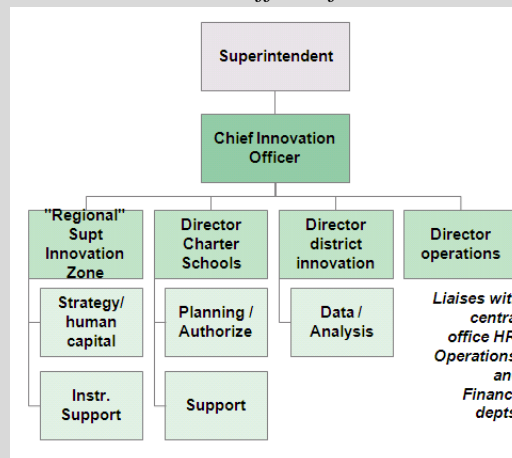
3. LEA SIG leadership. Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in each of its Priority schools. Include descriptions of credentials, competencies, and responsibilities of any new or existing district staff who will serve SIG schools. One member must be team must be the district's Director of Federal Programs.

The iZone director (currently filled on an interim basis by Dr. Sharon P. Griffin) is the lead staff member paid through iZone funds. This position is housed within the Office of Innovation, identified within the revised organizational chart recommended to the Transition Steering Committee to become effective July 1, 2013.

Below is the Transition Planning Commission's recommendation regarding the Office of Innovation:

93. *The TPC recommends that the merged district create an Office of Innovation as below:*

Recommended Office of Innovation



The purpose of the Office of Innovation is to ensure that the district is able to provide more high-quality school options for more children, through traditional and non-traditional “Achievement Paths”—including charter schools, Innovation Zone schools, and community schools. To that end, the Office of Innovation will ensure that all types of schools have the access to innovative approaches that are effective.

The Office of Innovation encompasses several roles, each represented by a report to the Chief Innovation Officer:

- *Regional Superintendent of the Innovation Zone*: *Manage the turnaround of low-performing schools with Innovation Zone status. This group will start with six schools in 2012–13 and could grow to 35 schools by 2015–16.*
- *Director of Charter Schools*: *Support the authorization of charter schools and monitor their performance over time*
- *Director of District Innovation*: *Ensure school-level innovations are shared district-wide, so that all schools can benefit from the best practices of other schools*
- *Director of Operations*: *Support Innovation Zone, charter, and ASD school operations; work in collaboration with the Chief Services Officer to develop a flexible services model to accommodate schools that have the option of purchasing district services (and over time, schools that have the option of opting out of district services)*

Given this office is different from what either MCS or SCS have today, the TPC estimated the incremental cost to staff this office is \$1M, which will be funded by grant-funding.

The TSC is currently reviewing the recommendation and will present it to the Shelby County Board of Education for review and approval in the coming months.

The permanent iZone director (or Regional Superintendent of the Innovation Zone, if that is the finalized title for the position) will be selected through a collaborative process that involves MCS, SCS, and TDE staff. The selected iZone director will minimally possess the following qualifications:

- Master's Degree required
- Tennessee Supervisor of Instruction or Principal Licensure
- 5 years experience with school improvement resulting in a positive school culture
- Experience in improving student achievement in underperforming and high-poverty schools
- Experience building effective instructional teams along with exceptional coaching skills
- Strong curriculum knowledge, including implementing literacy, math, and science strategies
- Knowledge of characteristics of successful turnaround schools and how to implement them
- Passion for working with low income students and promoting their educational development and success
- Strong problem analysis and problem resolution at both a strategic and functional level
- Ability to exercise excellent judgment in decision-making
- Ability to cultivate relationships with community leaders and organizations to further iZone and school goals
- Proven leadership skills with the ability to attract, develop, and inspire a team
- Exceptional ability to bridge and enhance cooperative working relationships
- Ability to set strategy and create management plans that will lead the iZone toward the state goal of moving schools in the bottom 5% to the top 25% in the State in the next 5 years
- Excellent written and oral communication, planning, and organizational skills
- Excellent public relations and interpersonal skills
- Excellent facilitation, influencing, and negotiating skills
- Ability to motivate and inspire others to achieve outstanding results
- Ability to manage multiple priorities and meet deadlines under pressure
- Ability to gather and analyze data in order to produce reports and/or make improvement recommendations
- Ability to interpret and implement laws, rules, and policies

iZone funding has also been set aside for the following additional full-time professional positions: a data support staff member, a clerical support staff member, and three professional development coordinators supervising the literacy, math, and science academic coaching teams funded through multiple funding streams to support low-performing schools. The professional development coordinators are key to sustainability of iZone initiatives through their role in developing school-level capacity with lead teachers. The professional development coordinators are working closely with SCS to introduce DuFour's model of Professional Learning Communities into the iZone schools, utilizing lead teachers within those schools.

From the district-controlled portion of the SIG budget, a half-time supervisor will be paid (with the other half of the position paid for through Title I) to support the six SIG/iZone schools. This model has proven successful with the Cohort 2 schools which joined the iZone during the 2012-13 year. It is anticipated that the supervisor of the Cohort 3 schools will need to provide intensive on-site support. The part time supervisor will provide intensive assistance to the new iZone schools regarding implementation of extended learning programs and school improvement plans; will coordinate milestone visits; will build capacity of the instructional facilitator in each school to oversee implementation of instructional best practices; will serve as a resource to assist schools with a process for reviewing and selecting scientifically based research strategies; will assist schools with improvement of family engagement plans; and will expedite the approval process for utilization of funds in order to facilitate the movement of these schools from the bottom 5% to the top 25% in the state.

SIG funds will be used to hire newly named iZone principals (in cases where they are not the incumbent principals) prior to the termination of the current principals' contracts on June 30, 2013. The early hiring of these

newly named principals will enable them to screen, interview and hire new staff from the pool of available teachers for the merged district when that pool includes a high number of highly effective teachers who have not yet made a commitment for the 2013-14 school year. This strategy will cause some schools to have a supplementary principal position for approximately two months.

Additionally, operation of the iZone and the iZone schools will continue to be supported through a cross-functional team. In many cases, relevant positions have not yet been announced for the merged district. Thus, the current configuration of the cross-functional team is listed below and will be used as a guide in developing the new team:

iZone Crossfunctional Team		
Members	Title	Estimate of the time each member will devote to supporting SIG/iZone schools (Hours/Month)
MCS and SCS Employee		
David Stephens	Chief of Staff, MCS and SCS	5% (8 hours/month)
MCS Employees		
Sharon Griffin	iZone Director (interim)	100% (160 hours/month)
Jada Askew	Academic Coordinator, School Operations	20% (32 hours/month)
Marjorie Douglas	Exec. Dir., Federal Programs, Grants and Compliance	10% (16 hours/month)
Carla Holloway	Dir., Leadership Effectiveness Initiative	5% (8 hours/month)
Tequilla Banks	Coordinator, Teacher Effectiveness Initiative	5% (8 hours/month)
Chantay Branch	Coordinator, Labor Relations	5% (8 hours/month)
Mary Earheart-Brown	Coordinator, Community Relations/Volunteer Services	10% (16 hours/month)
Cleon Franklin	Coordinator, Instructional Technology	10% (16 hours/month)
Anthony Frigo	Principal-on-Assignment, Transportation	5% (8 hours/month)
Latasha Gentry-Holmes	Coordinator, Human Relations	10% (16 hours/month)
Anthony Geraci	Exec. Dir., Nutrition Services	5% (8 hours/month)
Brenda Harris	Director, Literacy	5% (8 hours/month)
Rita Moore	Coordinator, Science	5% (8 hours/month)
Celia Moore	Director, Exceptional Children and Health Services	5% (8 hours/month)
Jacqueline Saunders	Director, Procurement Services	10% (16 hours/month)
Brian Shipp	Exec. Dir., Facilities Management	5% (8 hours/month)
Suzanne Thomas	Director, Math	5% (8 hours/month)
SCS Employees		
Tim Setterlund	Assistant Superintendent, Planning, Research & Transition	5% (8 hours/month)
James Aldinger	Director, Federal Programs	5% (8 hours/month)
Laura Link	Assistant Superintendent, Teaching, Learning & Professional Development	5% (8 hours/month)
Non-MCS Employees		
Cheryl Beard	Exec. Dir., Urban Youth Initiative Inc.	10% (16 hours/month)

Kristy Phillips-Sullivan	Coordinator, New Teacher Project/STARS	10% (16 hours/month)
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4. LEA Federal Grant Office. What is the LEA's finance office past history in the management of federal grants? Include any audit findings within the past five years. Does the LEA draw down federal funds at least quarterly?

The FPGC office, in consultation with SCS's Federal Programs office, will work to establish good business practices for the merged district for all budget documentation, budget requests and budget amendments related to SIG funds. Additionally, the Executive Director of FPGC and/or the designated Director of the Federal Programs office of the merged district will serve as the budget manager for these funds, providing final authorization for approval of expenditures and drawing down federal funds at least quarterly. The iZone will develop plans for expenditures, assist with school-level budget development and any requested changes, monitor expenditure rates and ensure fidelity of use of funds. This process has been used by MCS throughout the past five years, with no audit findings related to the management of federal grants.

5. Availability of Human Capital. What is the LEA's strategy for recruitment and selection of effective school leaders, teachers, and staff to work in its lowest performing schools? How will the LEA ensure that only teachers with performance evaluation scores of levels 3, 4, and 5 will be assigned to SIG schools?

All staff in all iZone schools have received "opt-in" letters giving them the opportunity to request retention at their current school. Staff who choose to "opt out" will be placed in the district's transfer pool if they meet eligibility requirements for transfer.

The district's iZone office is administering the principal replacement process, using competency-based interviewing procedures developed by the University of Virginia School Turnaround Specialist Program (UVA-STSP) to select principals for the six new iZone schools. The UVA-STSP interviewing procedures will also be used for principal selection for any schools having a change of leadership after this initial selection process.

The iZone director will be responsible for ensuring that school principals and school-level decision-making teams have autonomy in the arenas of staffing and capacity building.

Principals will be able to take advantage of district policy to concentrate staff recruiting efforts in the iZone schools. The iZone office will work with our valued strategic staffing partners such as New Teacher Project/STARS, Teach for America, the Memphis Teacher Residency and New Leaders for New Schools to enable principals to cluster within their schools our best high-potential recruits and our transfer teachers with the highest demonstrated effectiveness. Signing and retention incentives will be used to attract and retain effective teachers and leaders who have demonstrated or articulated a vision of school turnaround and a culture of achievement as part of their personal and professional values. The iZone office will also work to coordinate performance incentives funded through schools' SIG budgets.

No waiver of local board policy on staffing, assignments, compensation, grievance procedures, staffing ratios, budget cuts or performance is anticipated in 2013-14. All recommendations for the merged district related to school staffing have already been reviewed and approved by the Shelby County Board of Education and will support the strategies outlined below.

The strategy for **recruitment** of effective school leaders to work in our lowest performing schools is as follows:

- The positions were listed nationally using *EdWeek*.
- Internal and external candidates have been encouraged to apply and will be considered for the positions.
- MCS's current pipeline projects with New Leaders for New Schools, the Urban Education Center and the Memphis Fellows Program have been tapped to expand the applicant pool.

- The job description emphasizes the importance of a “visionary leader,” and the interview protocol emphasizes principals’ autonomy within the iZone.
- Prospective applicants are also being made aware that principals accepting positions in iZone schools will be eligible for signing bonuses, to be paid in Year 1, and performance bonuses in subsequent years.
- Because the pool of qualified candidates responded to the first posting was insufficient to fill six positions (59, rather than the 100 target), a second posting began March 4, 2013.
- As noted below, a pool of potential turnaround school leaders is being developed during the finalist interview process. Already two potential leaders who do not yet meet all criteria have been identified, and the iZone staff are working with UVA-STSP to develop individualized turnaround professional development plans that will address current deficiencies and position the potential leaders for future success as iZone principals.

The strategy for **selection** of effective turnaround school leaders is as follows:

- Those coordinating selection of principals for iZone schools have attended intensive on-site training by the University of Virginia’s Darden/Curry Partnership for Leaders in Education in order to learn about the UVA model’s criteria for the selection of principals to participate in the UVA-School Turnaround Specialist Program. The selection criteria for school leaders according to this model are as follows: Master’s degree from an accredited college or university with an emphasis in supervision/educational administration required; Tennessee School Principal Certification required; completion of an administrative internship and/or 3 years’ experience as a principal (inclusive of UEC, MFP, and NLNS Cohort experience or other combinations of applicable education, training and experience which provide the knowledge, abilities and skills necessary to perform effectively in the position).
- An interview panel was selected for each school, with panels consisting of district administrators, school faculty and staff, parents and community partner representatives.
- Experienced and successful school leaders and administrators reviewed all applications from the initial pool of qualified candidates for each school and identified five candidates per school to be interviewed by the school panel.
- The panel interviewed five candidates using a twelve-question interview protocol which incorporated Tennessee Instructional Leadership (TIL) standards. Data sources reviewed in these interviews included walk-through data, TVAAS data, and student achievement data where available. Interviewed candidates were asked to bring supplemental materials for their interview – action plans for the proposed iZone school (30-day, 60-day, 1-year, and 2-year) and a portfolio of evaluation and student achievement data.
- Each interview panel was asked to select the top two candidates for review by the iZone office.
- Based on interview scores and top-candidate recommendations, a pool of six finalists was identified from four schools. (In the case of two schools – Treadwell Elementary and Treadwell Middle – the top two candidates recommended by the interview panel were not advanced to the finalist stage. In these cases, the principal positions have been reposted, and additional interviews are ongoing and will conclude March 18, 2013.)
- Each finalist then underwent a two-hour, taped interview using UVA’s competency model. A cross-functional team, trained by UVA, then will score the interviews. This team included representation from Human Resources, Principal Leadership, Professional Development and the Office of Innovation. The UVA rubric reflects ten competencies: achievement, initiative and persistence, monitoring and directiveness, impact and influence, planning ahead, team leadership, developing others, analytical thinking, conceptual thinking, and self-confidence.
- On the basis of this additional round of interviews, four finalists have been recommended for joint interviews by the Superintendents of MCS and SCS to be named as turnaround principals.
- In order to identify recommendations for the two additional iZone schools, positions have been reposted and finalist interviews will be scheduled March 19-20, 2013. As large a pool as possible of high-potential finalists will be interviewed during this time in order to build a pool of prospective turnaround leaders.

The strategy for **recruitment** of effective teachers and other certificated staff to work in our lowest performing schools is as follows:

- iZone staff have met with faculty of all six iZone schools to encourage teachers with Teacher Effectiveness Measure (TEM) scores of 3 or above to reapply for positions in iZone schools. Many of these teachers were selected to be involved in development of school-level SIG applications.
- The positions were listed nationally using *EdWeek* and other resources.
- Internal candidates have been encouraged to apply during early transfer periods.
- MCS's current pipeline projects with STARS have been tapped to expand the applicant pools and to initiate contact with valued strategic partners, Teach for America and Memphis Teacher Residency.
- Prospective applicants are also being made aware that teachers accepting positions in iZone schools will be eligible for signing bonuses, to be paid in Year 1, and performance bonuses in subsequent years.

The strategy for **selection** of effective teachers and other certificated staff to work in our lowest performing schools is as follows:

- The principal of each iZone school will have the authority to select his or her own teaching staff, choosing not to rehire teachers even if they have TEM scores making them eligible for rehire if those teachers do not have a vision of school turnaround or transformation that is consistent with the school's evolving action plan.
- The competitive process for rehiring and hiring teachers will incorporate not only teacher effectiveness data but also teacher observations, TVAAS data as applicable, student achievement, teachers' content knowledge if available and Tripod Survey results.
- Candidates will be rated across four main competencies which contribute to classroom success in urban schools (urban commitment, teaching and management, personal responsibility and professional qualities). The selection process will include a review of TEM scores, personal interview and writing samples.
- All recommended teachers must sign a form reflecting their commitment to school turnaround.

Below are details regarding the four urban school competencies:

Urban Commitment: Believes that all students should be held to high expectations and can achieve; Values students as individuals and motivates students by making connections to their lives; Recognizes and embraces potential challenges faced by teachers in urban schools

Teaching and Management: Provides reasonable examples of effective lesson-planning, instructional strategies and/or student assessment; Sets concrete, ambitious goals for student achievement; Sets high standards for all students; Assumes accountability for classroom management and culture

Personal Responsibility: Assumes accountability for reaching outcomes despite obstacles; Persists in offering viable and realistic strategies to deal with challenges; Views the teacher as being ultimately accountable for student achievement, regardless of external factors; Welcomes constructive feedback and incorporates it into practice

Professional Qualities: Provides evidence of a solid work history and explains any gaps in employment; Expresses a desire to act as a resource for peers and become an active participant in the school's learning community beyond own classroom; Describes self as flexible and willing to adapt

6. Process for evaluation and removal of ineffective principals, teachers, and staff. What is the LEA's process for evaluation of teachers, principals, and staff and removal of ineffective principals, teachers, and staff in SIG schools? If **not** removed from the LEA, how will tenured teachers and non-tenured teachers be reassigned?

The plan for removal of teachers was developed through a collaborative process which incorporated input from SCS Assistant Superintendent Dr. Tim Setterlund and SCS Chief of Staff David Stephens.

Low-performing principals, even if they are eligible for rehire in their iZone school because of their recent placement in the school, will not be rehired for that school if they do not meet the rigorous UVA-STSP criteria for an effective turnaround or transformation leader. MCS's Human Resources department will work with the iZone director to ensure that all removed principals are placed more appropriately within the merged district.

Through July 2013, any displaced teacher will be eligible to apply for positions at other schools in the merged district. Those not applying for the voluntary transfer pool in the first transfer period will be able to join the transfer pool during the second transfer period for new elementary and secondary positions in early April. A third transfer period will be available in early May. For a Level II teacher who has other documentation of potential or past success, the current school administration may develop an Action Plan to move that teacher to teacher effectiveness, including documentation of required support from the district to implement that plan (a professional development plan, an assigned mentor and a periodic review of growth).

Any tenured teacher who is displaced from an iZone school and who is TEM Level III or above will be entered into the district's general transfer pool of candidates, making that teacher eligible for priority consideration for any vacancies in other district schools including other iZone schools. Any tenured teacher from an iZone school who is TEM Level I will be recommended for non-reelection and afforded the opportunity to exercise his/her due process rights. Any displaced teacher from an iZone school who is TEM Level II may be given a plan for improvement which will follow him/her to his/her new placement within the merged district (at a non-iZone school). This plan will include specific targets of growth to Level III or above within a one-year period. Failure to obtain these targets will trigger the dismissal process for the 2014-15 school year.

In School Years 2014-15 and 2015-16, teachers who are TEM Level I will be released from service prior to the start of the new school year. TEM Level II teachers may be given a plan for improvement. Such a plan will include specific targets of growth to TEM Level III or above within a one-year period. Failure to obtain these targets will trigger the process for release from service prior to the start of the new school year.

7. Plans for Evaluation/Monitoring of the Grant. How will the LEA monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions?

Weekly "Data Chats" in schools, conducted by iZone staff in collaboration with school principals, were introduced by the iZone in 2012-13. These Data Chats will be continued in new iZone schools.

The evaluation at each iZone school incorporates schools' performance on the Nine Leading Indicators of School Improvement (SIG leading indicators): number of minutes in the school year, student participation rates in state assessments, dropout rate (graduation rate), student attendance, truancy, number and percent of students completing advanced coursework, discipline incidents, distribution of teachers' scores on the TVAAS system and teacher attendance rate. Progress on some indicators (number of minutes in the school year, dropout and graduation rates, participation in the state's assessments, number and percent of students completing advanced coursework and the distribution of teachers by performance level) is not available on a quarterly basis. These indicators will be collected at the end of the school year or whenever available and will be part of the SIG end-of-year evaluation. Other SIG leading indicators will be reviewed periodically as part of the evaluation/monitoring and will be summarized, totaled and incorporated in the internal evaluation.

Attendance and Truancy: Attendance will be closely monitored for each SIG school, with feedback to the schools after every 20-day attendance period so that school personnel can adjust their efforts to address chronic

absenteeism. Since there is a clear relationship between poor attendance and academic failure, dropping out of school and failing to graduate from high school, it is critical that attendance is monitored for all iZone schools. Truancy rates will also be provided to schools on a quarterly basis.

Teacher Attendance: Teacher attendance rates will also be closely monitored, with feedback to schools after every 20-day period. If the teacher absence rate at a school shows a sharp increase, the principal will be notified so that he/she can take corrective action.

Discipline: Student suspensions and expulsions will also be sent to all iZone schools every nine weeks. Students with two or more suspensions will be flagged, so that the principal can take additional corrective action, if necessary.

Additionally, each school has set ambitious yearly goals for increasing the percentage of students who are proficient or advanced in Math and Reading, Language Arts and Writing. The purpose of these goals is to help the iZone schools achieve the state's goal of moving the bottom 5% of schools into the state's top 25% in the next five years.

Data Chats and other meetings and monitoring visits will include a focus on teacher-made formative assessments, and all evaluation reports will make note of promising practices observed in this area.

8. 3 Year Budget – Provide an LEA 3-year budget sufficient for full and effective implementation of SIG grants for all schools in the approved application throughout the availability of the funds. Complete Appendix D, *Budget and Budget Justification Template*.

MCS, in consultation with SCS, has set forth multi-layered internal controls to ensure compliance with the implementation of professional development plans and the use of SIG funds. The Memphis iZone office is staffed by content-area specialists in school turnaround. Compliance supervision will be provided by a Title I Supervisor within the Federal Programs office specially charged with monitoring Cohort 3 SIG schools. This model has worked well with Cohort 2 SIG schools. The Title I Supervisor will work directly with iZone and school staff, reviewing school improvement plans to determine Title I and SIG compliance and fidelity to SIG applications. The Title I Supervisor will also assist with state monitoring activities for both Title I and SIG. The Federal Programs office of the merged district will be responsible for fiscally monitoring the implementation of district-level and school-level SIG activities including professional development. All expenditures made with SIG funds will be reviewed and approved by the Executive Director of Federal Program, Grants, and Compliance and/or the Director of Federal Programs for the merged district, thus ensuring timely expenditure of funds in an allowable and compliant fashion.

C. Lack of Capacity: If the LEA is not applying to serve each Priority school, the LEA must explain why it lacks capacity to serve each Priority school. This must match the table labeled "Schools That the LEA WILL NOT Serve" in section B. The following areas should be addressed:

- The number of Priority schools;
- Access/proximity to higher performing schools (Closure Model);
- Recruiting ability for principals, especially for rural areas (Turnaround and Transformation models);
- EMO/CMO availability and capacity (Restart model);
- Ability to align funding from other sources with grant activities and to ensure sustainability of the reform (Turnaround Model, Restart Model, Transformation Model);

- Operational flexibility (Turnaround Model, Transformation Model); teacher evaluation system (Turnaround Model, Transformation Model).

Sufficient funding was not available to serve all Priority schools through SIG funding. The six proposed SIG Cohort 3 schools have been selected to complement similar work underway in the Achievement School District and to apply resources to schools where enrollment trend data suggest that they can have a large effect on student achievement district-wide.

A total of 69 MCS schools are currently on the state's Priority list. Twelve received SIG funding in FY 2010 and thus are ineligible. Additionally five received SIG funding in FY 2009 and are also ineligible. Of the 52 eligible schools, four have been closed or are being considered for closure in the 2013-14 school year (Georgia Avenue Elementary, Grandview Heights Elementary, Humes Middle, and Norris Elementary), and ten schools will be operated by the Achievement School District or a charter school operator (Corning Elementary, Frayser Elementary, Georgian Hills Elementary, Hanley Elementary, Memphis Academy of Science and Engineering, Memphis School of Excellence, Memphis School of Excellence, New Consortium of Law and Business, Westside Middle, and Whitney Elementary). Thus, 32 district-operated Priority schools will be served through the district's regional superintendent structure rather than the iZone office. These schools will remain on a "watch list" and will be closely monitored by officials of the merged district to ensure they are making gains to move off of the Priority list. Schools not making gains will be considered for iZone inclusion in future SIG cohorts.

D. Preparation for Implementation of Interventions

1. Design and implement interventions consistent with the SIG final requirements.

Complete the appropriate model template (Appendix E, F, G, H) for each of the Priority schools the LEA will serve with SIG funds.

As noted above, in all six iZone schools – whether they are Turnaround or Transformation - all staff have been notified that their positions are terminated effective June 30, 2013. Only eligible effective staff will be recruited to reapply for their positions within the iZone. Appendices for each school are attached.

2. Recruitment, screening, and selection of external providers, if applicable, to ensure their quality:

- If external providers are to be funded as collaborative partners, describe how the LEA will recruit, screen and select partners to ensure quality. The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:
 - A request for information (RFI) or other process for identification of potential providers;
 - A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;
 - A Memorandum of Understanding (MOU) to include a description of the provider's responsibilities and alignment with each school's needs, as well as the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school;
 - The LEA's process for monitoring and oversight of the provider's services.

Attached is the MOU with UVA-STSP. The UVA-STSP was selected for the district focus based on a presentation attended by MCS's former Superintendent Dr. Kriner Cash, Chief of School Operations Dr. Roderick Richmond, and Executive Director of Federal Programs Marjorie Douglas. This presentation was at the 2011 SIG Summit hosted by the U.S. Department of Education. In existence since 2004, the UVA-STSP program received funding from the Gates Foundation to bring the model to scale. The program has worked with over 200 schools within 50 districts spread across 15 states. Many of the districts served by UVA-STSP have been urban districts demographically similar to Memphis. On average, districts have seen a 30% increase in math and reading scores

for participating schools. The district's contract with UVA-STSP is being paid through iZone funding. The iZone's experience with UVA-STSP in 2012-13 has been positive.

Current plans are for the merged district to continue with the following partners: New Leaders for New Schools, Teach for America, the New Teacher Project (covering both the STARS recruitment and the Memphis Teaching Fellows programs, and Memphis Teacher Residency (with Union University). The iZone office will remain involved in planning for ongoing involvement with key strategic partners.

b. Describe how the LEA will recruit, screen, and select external providers of professional development to ensure their quality.

As part of the development process for the School Improvement Grant application, all schools have identified community partners. In cases where the SIG schools have specified external PD partners, leadership teams at those schools have selected providers according to the iZone protocol governing professional development providers. The Professional Service policy for the merged district has not yet been adopted; however, the following protocol is currently in use within the iZone office and its schools:

Based on the individual school's comprehensive needs assessment, the iZone director will collaborate with LEA leadership and schools/leadership teams to identify external providers. External providers will be required to submit appropriate paperwork; credentials, action plans; dates, and/or calendar of activities for each school. In addition, the external providers will partner with the schools, turnaround zone, and LEA to determine the effectiveness of programs and interventions. Schools wishing to propose an external provider as a model for its intervention must provide a rationale for selection. The rationale must include at least seven of the following:

1. The external provider must have a minimum 3-year track record of success in schools with demographics similar to the school where services will be provided.
2. The external provider must be nationally recognized and provide evidence of effectiveness.
3. The external provider must provide an analysis of the relationship between its experience/expertise and school's needs.
4. The external provider model must be based on scientific research.
5. The model must provide for job-embedded professional development that can be sustained at the school level.
6. The model must have an evaluation component that identifies strengths and weaknesses and the need to adjust and revise strategies.
7. The model must be within the budget of the school.
8. The model must provide opportunities that increase teaching and learning, as well as leadership at the school level.
9. The model must address the current Tennessee Curriculum State Standards with measurable goals and benchmarks.

The lead non-profit partner in the district's iZone design is Urban Youth Initiative Inc. (UYI). This partner currently serves as MCS's iZone partner. UYI has agreed to the following, for which no iZone or SIG funding is anticipated:

- Attend Quarterly Partnership meetings
- Assist in recruiting youth workers to serve iZone schools
- Assist in recruiting faith-based Adopt-a-School partners for iZone schools
- Attend professional development as needed to support district initiatives to improve academic achievement, student behavior, and school safety
- Help develop specific iZone action plans for community partners to engage in meaningful relationships with schools to improve the school's academic performance
- Help train other community partners to serve as effective supporters of iZone schools

- Assist MCS's Office of Strategic Planning and Volunteer Services and its analogous unit within the merged district in building capacity of school-level staff in working with community partners and volunteers

Complete form in Appendix C, External Providers, if applicable, and attach to the application.

Please check appropriate box if Appendix C is attached. ☒ Yes ☐ No

3. Alignment of other resources with interventions. What specific actions will the LEA take to allocate additional funds to its Priority schools to align those funds awarded under 1003(g)? (e.g. State funds, Title I, Part A, Title I 1003(a), Title II, RTTT, etc.) Please note: The LEA may not use SIG funds to supplant funding or services that would be available to its Priority schools in the absence of SIG funds

It is the intent of the iZone office that all turnaround initiatives funded through SIG can be replicated by others without undue financial burden. The iZone office will operate from the Basic Education Programs' per pupil funding formula. All available federal and state dollars will be identified to support the education of students in iZone schools. Currently, iZone schools qualify for Title I, and teachers are eligible for Teacher Effectiveness Initiative professional development and awards. The iZone is also in discussion with a potential partner to respond to the new SIG AmeriCorps application. The iZone office will be smart about how to structure funds to creatively address student needs. As appropriate and permissible by funding streams, the iZone will reallocate dollars to generate expanded services to meet the needs of students. In tandem with the current planning process for the development of a portfolio model for the merged district, a careful review of programs and resources will be the responsibility of the Federal Programs lead, creating a variety of funding options, inclusive of federal, state, local and private and in-kind resources to the degree possible to support schools. The Federal Programs office will also examine applicable funding streams to ensure SIG funds are used in a supplemental capacity only.

4. Modification of policies and practices. Describe existing barriers to full and effective implementation of interventions in Priority schools. What are anticipated barriers? What practices and/or LEA board policies has or will the LEA modify to overcome barriers to the full and effective implementation of intervention models?

MCS administrators have met with SCS Assistant Superintendent Setterlund and MCS/SCS Chief of Staff Stephens to reexamine current MCS and SCS policies relevant to LEA support for SIG implementation, including the new state law allowing for the release of tenured noneffective teachers. No waiver of board policy is anticipated at this time. The Policy Steering Committee for the merged district has received a copy of this application and will keep the iZone director and the iZone crossfunctional team apprised of any policy developments which may necessitate actions by the iZone office on behalf of iZone schools. In the event that a policy waiver is needed for the optimal delivery of iZone services, the iZone office will work with the Policy office and the superintendent of the merged district to ensure that waiver.

- Provide the name of School Improvement Grant Coordinator or other person who will address policy and procedural barriers throughout the implementation of the grant.
Theresa Utley, Coordinator of Grants, Memphis City Schools
- Date of review and status of LEA board policy.
N/A
- Date of review and status of LEA practices or procedures.
N/A

5. Sustainability

- What additional funding resources will the LEA allocate to its Priority schools, including but not limited to federal, state, and local education funds. (e.g., Title I, state and/or other federal grant funding). Please note:

The LEA may not use SIG funds to supplant funding or services that would be available to its Priority schools in the absence of SIG funds.

To supplement iZone and SIG funds, principals will have autonomy over their school Title I and general-purpose site-based budgets. The district portion of Title I funds will also provide enhancements for the iZone and its interventions. For example, academic coach teams funded through Title I will report to the professional development coordinators within the iZone. The iZone's professional development coordinators will be key to sustainability of iZone and SIG initiatives through their role in developing school-level capacity with lead teachers. The professional development coordinators will also work closely with the professional development initiatives of the merged district, for example introducing DuFour's model of Professional Learning Communities into the iZone schools and utilizing lead teachers within those schools.

MCS's strong Adopt-a-School program will also be leveraged to identify additional funding sources. As noted within the school applications, many of the schools have strong faith-based partners. The iZone office will work with the schools to identify additional adopters, including corporations. The iZone office will provide special training opportunities for school adopters and other interested community members on how to help sustain school turnaround through in-kind donations, leveraged gifts and grant writing partnerships. The goal will be to enhance community ownership of schools within the iZone.

- b. How will the LEA sustain the reforms in its Priority schools after the period of SIG funding has expired. Include additional measures that it will take to continue reform after the life of the grant.

The goal of the iZone is to return schools to good standing in as short a timeframe as possible. As Title I schools, they will have funding to maintain high-quality professional development beyond the period of the grant. During the period of the grant, community partnerships will be developed through the support of the iZone office and the iZone Crossfunctional Team. These partnerships hold promise for converting the extended learning time model into a community-based model not requiring federal or state funding.

The iZone office infrastructure costs will be lessened in future years because of the investment made in professional development during the grant period, especially in the UVA-STSP program model. All professional development will be designed to enhance sustainability, for example, emphasis on train-the-trainer strategies. Some iZone office costs may be absorbed through Title I funds.

The Transition Steering Committee is currently assessing potential funding sources for the Office of Innovation which will include not only the iZone but also such offices as Charter Schools. The Executive Director of the new Office of Innovation will work closely with the Tennessee Commissioner of Education to develop a sustainability plan for the office. Where possible, operating costs will be absorbed by state and local funding budgets. To date, three philanthropic organizations (Gates Foundation, Hyde Family Foundations, and Elliot Perry) have toured iZone schools and met with the iZone office to explore potential future support for school turnaround.

- c. How will the LEA gather and share effective practices from the schools receiving SIG funds with other low-performing schools within the LEA?

As participants in the nationally visible UVA-STSP program, iZone staff will have many opportunities to gather and share effective practices. Effective practices will be shared extensively throughout the merged district via such mechanisms as the principal meetings, walk-throughs and district-wide professional development for principals and teachers. The iZone director will seek opportunities to gather and share information through milestone visits and joint presentations.

6. Development of Systems for Collection of SIG Data

How the district will collect formative and summative student achievement data and the SIG leading indicator data. How will the LEA report findings/result to relevant stakeholders and the public.

Monitoring data will be reviewed on an ongoing and regular basis, not only through existing school-level processes but also through a robust and enhanced data analytics process built into the UVA-STSP program. The iZone director will work closely with school principals to ensure timely corrective action is taken as needed. One new venue for communication of this information will be “Data Chats.” Data will also be summarized annually in an end-of-year summative evaluation which will guide iZone and school-level planning for the next year. This year-end summative evaluation will also reflect qualitative data (results from parent, teacher, and student surveys and monitoring visits).

The following metrics constitute the leading indicators for the SIG program:

Number of minutes within the school year: The school day will be extended. See individual SIG applications for school schedules.

Student participation rate on state assessments in reading/language arts and in mathematics by student subgroup: The goal for student participation rate is 95%.

Dropout rate: N/A (all iZone schools are elementary or middle schools).

Student attendance rate: The goal for student attendance is 93%. Areas of concern will be addressed during weekly Data Chats and CompStat meetings. See individual SIG applications for more details.

Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes: N/A (all iZone schools are elementary or middle schools).

Discipline incidents: Areas of concern will be addressed during weekly Data Chats and CompStat meetings. See individual SIG applications for more details.

Truants: Areas of concern will be addressed during weekly Data Chats and CompStat meetings. See individual SIG applications for more details.

Distribution of teachers by performance level on a district’s teacher evaluation system: In each school, according to the district’s iZone goals, fewer than 10% of teachers will be identified as underperforming teachers (Level 1 or 2). Also, in each school, the percentage of effective teachers (Level 3, 4, or 5) remaining in the school from year to year will exceed the district’s percentage by at least ten percentage points. See individual SIG applications for more details.

Teacher attendance rate: Areas of concern will be addressed during Data Chats. See individual SIG applications for more details.

In addition to documenting progress on the SIG leading indicators, the evaluation/monitoring of all SIG schools will provide schools with results from formative and common core assessments administered throughout the school year. Rapid feedback to the schools will allow school personnel to examine student academic progress. This feedback will guide delivery of individualized and differentiated instruction, moving individual students to

proficiency in problem areas. Formative assessment results will also help school-level and iZone administrators judge the impact of professional development activities offered through the school's turnaround or transformation model. Monitoring activities and evaluation reports will include a focus on teacher-made assessments and will make note of promising practices observed in this area.

Student outcome data on the state's assessments will be included in the summative evaluation. For grades 3-8, student academic performance, in reading/language, math, science, and social studies will be considered. The percent of proficient or advanced students at each school, by subgroup in reading/language, science and math will be calculated to determine whether or not the school has met achievement goals congruent with iZone goals, SIG goals, TCSPP benchmarks, and other measures identified through the evolving school-level plans.

Appendix C

External Providers (Include those being considered)

Name of External Provider	LEA or school served	School Improvement Expertise/Experience
Urban Youth Initiatives Inc. http://uyimemphis.org	All	UYI will continue to be our community partner. Founded in 1993, UYI serves approximately 10,000 public school youth per week, providing holistic, community-based interventions in-school and after-school year-round. With the assistance of generous private donors from the Christian community in Memphis, church partners, and the cooperation of Victory College, MCS, the Memphis Leadership Foundation, and the Hope Christian Community Foundation, UYI now has grown to a network of more than 50 affiliate sites with over 100 youth workers.

Add rows as necessary.

Attachments

Attachment 1

B. SCHOOLS THAT THE LEA WILL NOT SERVE:

An LEA must identify each Priority school the LEA will not serve.

SCHOOL NAME	NCES ID #
Airways Middle School	1012
Alcy Elementary School	1013
American Way Middle School	2040
Brookmeade Elementary School	1021
Caldwell-Guthrie Elementary School	0229
Carver High School	1027
Chickasaw Junior High School (not SIG eligible)	1032
Coleman Elementary School	1034
Corry Middle School	1039
Corning Elementary School (not SIG eligible)	1037
Cypress Middle School	1044
Denver Elementary School	1046
Fairley Elementary School (not SIG eligible)	1057
Fairley High School	1058
Fairview Jr. High School	1059
Ford Road Elementary School (not SIG eligible)	1061
Frayser Elementary School (not SIG eligible)	1063
Frayser High School	1064
Geeter Middle School (not SIG eligible)	1066
Georgia Avenue Elementary School	1067
Georgian Hills Elementary School	1068
Graves Elementary School	1077
Hamilton High School (not SIG eligible)	1080

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Hamilton Middle School (not SIG eligible)	1081
Hanley Elementary School	1082
Hawkins Mill Elementary	1084
Hickory Ridge Middle School	1615
Hillcrest High School	1978
Humes Middle School (not SIG eligible)	1087
Kirby Middle School	1978
Klondike Elementary School	1096
Lester Elementary School (not SIG eligible)	1958
Lucie E. Campbell Elementary School (not SIG eligible)	2043
Magnolia Elementary School (not SIG eligible)	1112
Manassas High School (not SIG eligible)	1113
Manor Lake Elementary School	1114
Melrose High School	1115
MCS Prep School – Northeast	2191
MCS Prep School – Northwest	2188
MCS Prep School – Southeast	2190
MCS Prep School – Southwest	2189
Memphis Academy Of Science Engineering	2045
Memphis School of Excellence	2245
New Consortium of Law and Business	2238
Norris Elementary School	1124
Oakhaven Middle School	2148
Raleigh Egypt High School (not SIG eligible)	1138
Raleigh Egypt Middle School	1136
Shannon Elementary School	1150

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Sheffield Elementary School	1152
South Park Elementary School	1159
South Side Middle School	2127
Spring Hill Elementary School	1161
Trezevant High School (not SIG eligible)	1166
Vance Middle School	1168
Westside Middle School (not SIG eligible)	2135
Westwood Elementary School	1175
Westwood Middle/High School	1176
Whitehaven Elementary School	1180
Whites Chapel Elementary School	1182
Whitney Elementary School	1183
Wooddale Middle School	1187

Attachments

Attachment 2